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ABSTRACT

This introductory course to Russian prescribes performance objectives for the student in listening, speaking, reading, and writing skills. Two weeks are spent working on Russian pronunciation. Reading and writing exercises in the Cyrillic script require three weeks of classroom instruction. The final unit, "On the Way to the Movies," allows students to converse in Russian and continue to develop linguistic competencies. Sample student evaluation exercises and a list of resource materials are included. (RL)

ED 062 865

SURVIVE A RUSSIAN PARTY

7543.01

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1971

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SURVIVE A RUSSIAN PARTY

You will be able to survive the party! The international language of music will assist you to communicate with your host. You may be surprised at what your language has in common with Russian.

By the time you leave the "party" you will be able to write everything you can say, using an alphabet which only an elite group of Americans will understand.

All conversation will be in the present tense. If you wish to study Russian, you must begin with this course. The successful student of this course will choose either 7543.02 or 7543.03.

BROAD GOALS AND PERFORMANCE OBJECTIVES

The learner at the end of this course, according to his level of maturity and achievement, will be able to at least :

LISTENING

L-1. discriminate between Russian hard and soft sounds in the stressed and unstressed positions when these are isolated in orally presented groups of words with 75% accuracy.

L-2. imitate familiar "basic sentence" and "basic dialog" models, including pronunciation, intonation and juncture, with 70% of responses evaluated to be readily understandable to the native speaker.

L-3. demonstrate an understanding of the Russian language when, given samples of the familiar content of this course or new arrangements thereof spoken at normal tempo, he selects the culturally acceptable response

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1. These objectives are presented in five (5) skills groups: listening (L), speaking (S), reading (R), writing (W) and miscellaneous (M). The letter-numbers used here will have corresponding letter-numbers in the sample evaluation section for this course to help key objectives to evaluation samples.

from a group of orally presented answers with 70% success.

SPEAKING

S-1. pronounce the Russian hard and soft sounds in the stressed and unstressed position after hearing the model with 75% of the responses judged readily understandable to a native speaker.

S-2. speak with acceptable Russian pronunciation, intonation and juncture in 70% of the responses in a free response situation using previously learned Russian content or recombinations thereof.

S-3. perform necessary changes in form and order as regards the concept of agreement of gender and number with 70% success in oral structure drills (person-number substitution, replacement, directed address, etc.) using familiar material.

READING

R-1. recognize and pronounce acceptably the sound-letter correspondence with 75% success from a printed list of familiar words sampling the hard and soft syllables in the stressed and unstressed positions. Words with й and ь should be included.

R-2. demonstrate direct reading comprehension in Russian of material already mastered audiolingually by

selecting 70% of the correct printed answers to printed questions on a short printed selection (no more than 20 words).

R-3. read familiar material in sentence form with pronunciation and meaningful intonation and juncture acceptable to a native speaker in 70% of sentences attempted.

WRITING

W-1. copy correctly in Cyrillic script from Cyrillic print seven out of ten words which he has previously heard, spoken and read.

W-2. write in Cyrillic script dictation of familiar idiomatic expressions mastered audiolingually with 70% accuracy in spelling and punctuation.

MISCELLANEOUS(Values and behavior patterns of target culture)

M-1. make three comparative statements between the native and target cultures on any of the weekly cultural lesson topics presented in the classroom.

(Interest in target language and culture)

M-2. demonstrate any of various reasons for studying the Russian language as evidenced by his participation in discussion groups, research projects and making of art.

(Language and how it works)

M-3. identify three comparisons between other languages and the target language which demonstrate his understanding of the nature of language and how language works.

COURSE CONTENT

I. Pronouncing Russian (2 weeks)

A. The Russian vowels

1. stressed and unstressed

2. hard and soft

B. The Russian consonants

1. hard and soft

2. consonants which are always hard

3. consonants which are always soft

C. Basic sentences and dialogs

1. for pronunciation development

2. for vocabulary development

D. Introduction of culture area by films, filmstrips, slides and other materials in the native language.

II. Reading and Writing Russian (3 weeks)

A. Letter recognition and written reproduction

1. controlled introduction of printed alphabet with illustrative word lists

2. written practice of individual letters

B. Word recognition and written representation

1. expanded reading list of words including 150 cognates for further recognition skills

2. written practice of selected words after teacher and text patterns

C. Reading and writing of basic sentences and dialogs

1. reading of content mastered audiolingually
2. practice writing of basic dialogs with punctuation

D. Continue development of pronunciation skills and vocabulary

E. Continue culture study through:

1. audio-visual materials
2. pictures in text (as introduction to topics to be further expanded upon)
3. simple songs
   a. "Эй ух нем"
   b. "Пусть всегда будет солнце"
4. independent student research and reporting on area culture

III. ON THE WAY TO THE MOVIES (4 weeks)

A. Conversation topics

1. on the way to.... (movies, parade, game, etc.)
2. greetings and introductions
3. one's relatives and friends
4. numbers 1-10
5. one's Russian name (familiar vs. formal address forms)
6. mastery of 350 word vocabulary of units 1 - 3

B. Grammar explanations

1. куда - где, домой - дома

2. absence of the verb "to be" in the present tense
3. prepositions в and на
4. number and gender agreement of
    a. nouns
    b. personal pronouns
    c. short form adjectives
5. spelling : unstressed o and e

C. Audiolingual techniques to be mastered by student
1. vocabulary exercises
    a. questions
    b. dialog completions
2. structure drills
    a. item substitution
    b. directed address
    c. free substitution
    d. patterned response
    e. paired sentences
    f. person-number substitution
    g. directed dialog
    h. free response
    i. dialog variation
3. writing exercises

D. Continued development of pronunciation, reading and writing skills already initiated

E. Culture

1. continue with audio-visual, text illustrations and independent research
2. songs
   a. "Катюша"
   b. "Метелица"
3. expand upon the use of Russian имя, отчество, and фамилия as introduced in unit 3.

EXPANSION OF MATERIALS

The student can survive the Russian party by using cognates and sign language in the beginning. The class can act out such a party with their host (the teacher) on the first or second day. The role of the teacher as the Russian host at the party should be to get the students to communicate as best they can with cognates. Using as little English as possible, the teacher should acknowledge those English words used by the students which are cognates in Russian. The immediate objectives of the mock party are vocabulary, pronunciation and culture, but it will also serve to indicate to the students what skills and content are necessary to be learned for better communication. Perhaps the class can reenact the party periodically during the course to evaluate progress toward their ultimate goal - communication in Russian.

The unit on pronouncing Russian is a progression of daily exercises. Much guidance will be found in the teacher's edition of ALM RUSSIAN, Level One, Second Edition (pages T24 to T38). Through a series of listening, pronunciation and sound-discrimination exercises the student hears the sound, repeats the sound and is checked for mastery of Russian pronunciation. Basic sentences and dialogs are orally introduced for practice in pronunciation and conversation. The teacher should be familiar with the audio lingual

philosophy and procedures before initiating this course.

The "Reading and Writing Russian" section is a sequential program of ten daily lessons in which the student listens to, speaks, reads and writes the Russian alphabet. The lessons are complete, including teacher notes for presentation of lesson materials, practice drills in each of the four skill areas and homework assignments. Basic sentences and dialogs are continued with the student now seeing these in print. The color illustrations in any text should provide topics for cultural lessons: Russian stamps show various aspects of Soviet life, Russian school children practicing their handwriting suggests the use of the grade school's "Азбука" , the bookstore suggests the introduction of other Russian publications, the view of Kiev might call for a lesson on the history and culture of that city.

The lesson on the movies is the first unit using the typical structures to be found in the remaining units. Review the audiolingual methods and procedures in the teacher's edition before initiating this unit. Note the annotated references to teacher resource material for introducing and facilitating learning. While the authors suggest that a unit can be completed in ten or twelve days, this is the student's first experience with structure drills and procedures. It will be necessary to spend additional time teaching these. Simple oral and written multiple

choice check-quizzes, dictations and spot checks can be used to indicate student progress toward unit completion and final evaluation. There is an exercise book to aid in the teaching of the skills. This can be supplemented with written and oral exercises developed by the teacher. Cultural studies as outlined in the COURSE CONTENT and the periodic reenactment of the "Russian Party" should complete the activities of this quin. Should time remain and the teacher be satisfied that all students have mastered the objectives of this course, proceed to the next unit.

SAMPLE EVALUATION

LISTENING

L-1. Indicate for the words that follow whether the first syllable is stressed (S) or unstressed (U) and/or select the number of the vowel sound heard in the first syllable of each word.

Example: You hear куда

You see stressed (S) 1. а 2. я
unstressed (U) 3. э 4. е
5. ы 6. и
7. о 8. ё
9. у 10. ю

You write U-9 on your paper because the first syllable is unstressed (U) and uses the vowel sound у (#9). Each word will be pronounced twice.

(Test words)

1. Москва́	6. окно́
2. го́род	7. дра́ма
3. му́ка	8. лимо́н
4. кро́кус	9. лы́жи
5. рома́н	10. керосин

L-2. Repeat each line after the model.

-- Скажите, пожалуйста, где парк?
-- Парк далеко.
-- А магазин?
-- Магазин близко.

L-3. You will hear a series of short dialogs. After each one you will hear two statements A and B. Select the letter of the statement which is the most acceptable response.

Серёжа, ты куда?
В класс!

A. Серёжа идёт на урок.
B. Серёжа идёт в класс. (correct)

SPEAKING

S-1. Listen and repeat.

нос	мя́со	сыр	Зи́на	Ве́ра
нет	мо́да	си́ла	зал	волк

S-2. Free response.

Вы куда? _____
Вы заняты?_____
Вы больны?_____
Куда идёт Таня?_____
Вадим и Наташа знакомы?_____

S-3. Person-number substitution

Мы не согласны! //уверены, здоровы и т.д.//

Вы_____!
Они_____!
Она_____!
Он_____!

READING

R-1. A. In each numbered item below are three words, one in each column A, B, and C. Select the letter of the word pronounced by the model speaker. (underlined words are to be read)

	A	B	C
1.	<u>там</u>	тот	тост
2.	<u>вон</u>	воп	вор
3.	<u>рама</u>	чама	рома
4.	<u>никотин</u>	<u>Н</u>икитин	пиковой
5.	идёт	<u>идём</u>	едём
6.	чау	шаи	<u>чай</u>

B. Read the above lists of words and phonemes.

R-2. Read the following dialog, then answer the multiple choice questions that follow.

-- Вадим, ты куда?

-- Я домой, Таня.

-- А мы в кино. Но вы не знакомы. Это Наташа.

-- Здравствуйте.

1. Куда идёт Вадим?
   A. в кино
   B. домой

2. Кто на вы?
   A. Вадим и Наташа
   B. Таня и Наташа

R-3. Read the dialog and questions in R-2 orally to the teacher

WRITING

W-1. Copy the following list of words in Cyrillic script.

час щётка птица журналист

штат яйца бутылка редкое

Ташкент Чехословакия

W-2. Write the following dictation using proper spelling and punctuation. Each item will be repeated twice.

Это мой брат.

Какой сегодня фильм?

Ольга идёт на парад.

Скажите, пожалуйста, где почта?

MISCELLANEOUS

M-1. Compare the postage, stamps and postal systems of the USSR and the USA according to....

....cost? ....pictoral subjects?

....envelope address?

M-2. (In addition to the student's overt display of these attitudes a final exam item could be as follows:) How might the following people benefit from a knowledge of the Russian language?

Scientist? - Librarian? - Newsman? -

M-3. How does Russian comprae to English with respect to

-vowels? -spelling? -forms of address?

-plurals? -consonants? -verb conjugation?

REFERENCES

Text: ALM RUSSIAN - Level One, Second Edition (Teacher's Edition), Harcourt, Brace and World, Inc., New York, 1970.

Films: A - V Materials Center, Dade County B. P. I.

USSR: Pioneer Family of Bratsk	#1-13355
USSR: Geography and People	#1-13357
USSR: Family of Tashkent	#1-13359
Children of Russia	#1-31493

Filmstrips: The Union of Soviet Socialist Republics, Eye Gate House, Inc., Jamaica, N.Y., 1969.

Titles in series:

- USSR: Geographical Background
- USSR: Moscow
- USSR: The People and Consumer Goods
- USSR: Art, Architecture and Religion
- USSR: Education and Recreation
- USSR: Natural Resources and Industry

Slides: A Visit to the Soviet Union, 72 slides with taped narration (90 minutes). *

Magazines: Soviet Life (Illustrated Monthly), 1706 18th Street, N.W., Washington, D.C. 20009

Songs: - "Эй ух нем" - Soviet Army Chorus and Band, Angel Records, New York.

* Contact Foreign Language Consultant for information on the availability of these materials.

Songs (continued):

- "Пусть всегда будет солнце!" *
- "Катюша" - Russian Folk Songs (ARFA Record LPA 1010), Russian Language Specialties, P.O. Box 4546, Chicago, Illinois 60680
- "Метелица" *

Miscellaneous:

Азбуки and Буквари (alphabet practice books), records, periodicals and posters in Russian are available from these distributors:

Four Continents Book Corporation
156 Fifth Avenue, New York 10010

Victor Kamkin, Inc. (Bookstore)
1410 Columbia Road, N.W.
Washington, D.C. 20009

Russian Language Specialties, op. cit.

Russian Flash Cards, The Gelles - Widmer Co., St. Louis 17, Mo., 1959.

* Contact Foreign Language Consultant for information on the availability of these materials.

СЛОВАРЬ

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приятель
профессор
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пума
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репортёр
рептилия
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родители
рубль
румба
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сегодня
семь
сенбернар
сержант
сестра
сеттер
сироп
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факт	химия	шакал	эксперт
фельдмаршал	хорошо	шанс	эмигрант
физика	хулиган	шарада	это
филе	цемент	шпинат	я
фильм	цензор	шербет	ягуар
фламинго	центр	шесть	як
фокс	цирк	школа	яхта
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